Child Find & Part C to Part B: In-by-three

Presented by
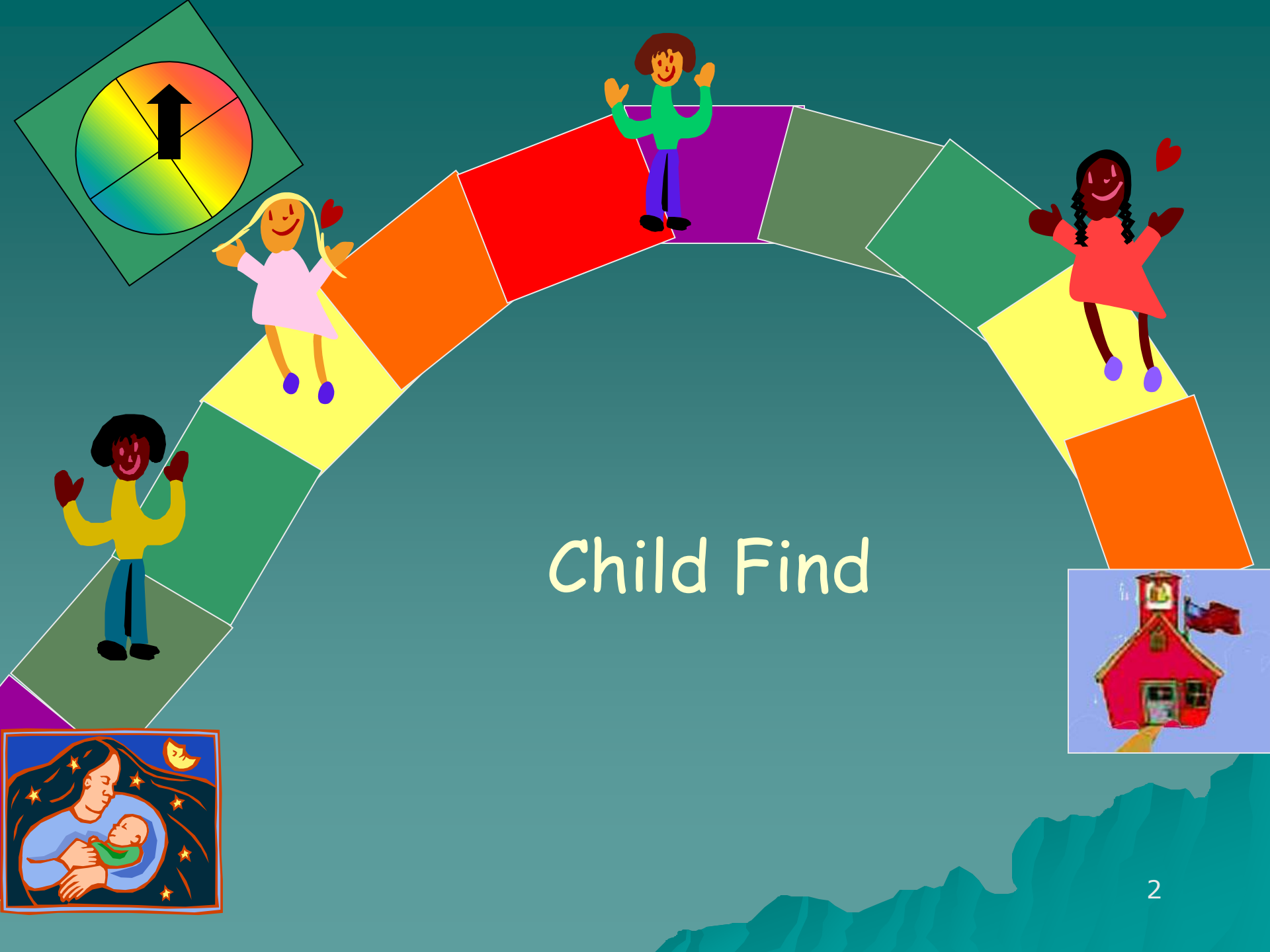
Arizona Department of Education (ADE)

DES/Arizona Early Intervention Program (AzEIP)

2011

Child Find

Purpose of <u>Intergovernmental Agreement</u> on Child Find between DES/AzEIP and ADE:

◆ Ensure all children birth through five years of age with developmental disabilities are located, identified and evaluated according to IDEA Parts B and C and the Arizona Administrative Code.

Referral

◆ This varies by age

Birth-2 yrs. 10 ½ months	2 yrs. 10 ½ months-5 yrs.	5-21 yrs
PEA refers to AzEIP	Referral is to parental district of residence	PEA completes referral

Child referred to AzEIP Less Than 45 days from 3rd Birthday
(Child is 2.10 ½ – 3 yrs when initially referred)

School Responsibilities

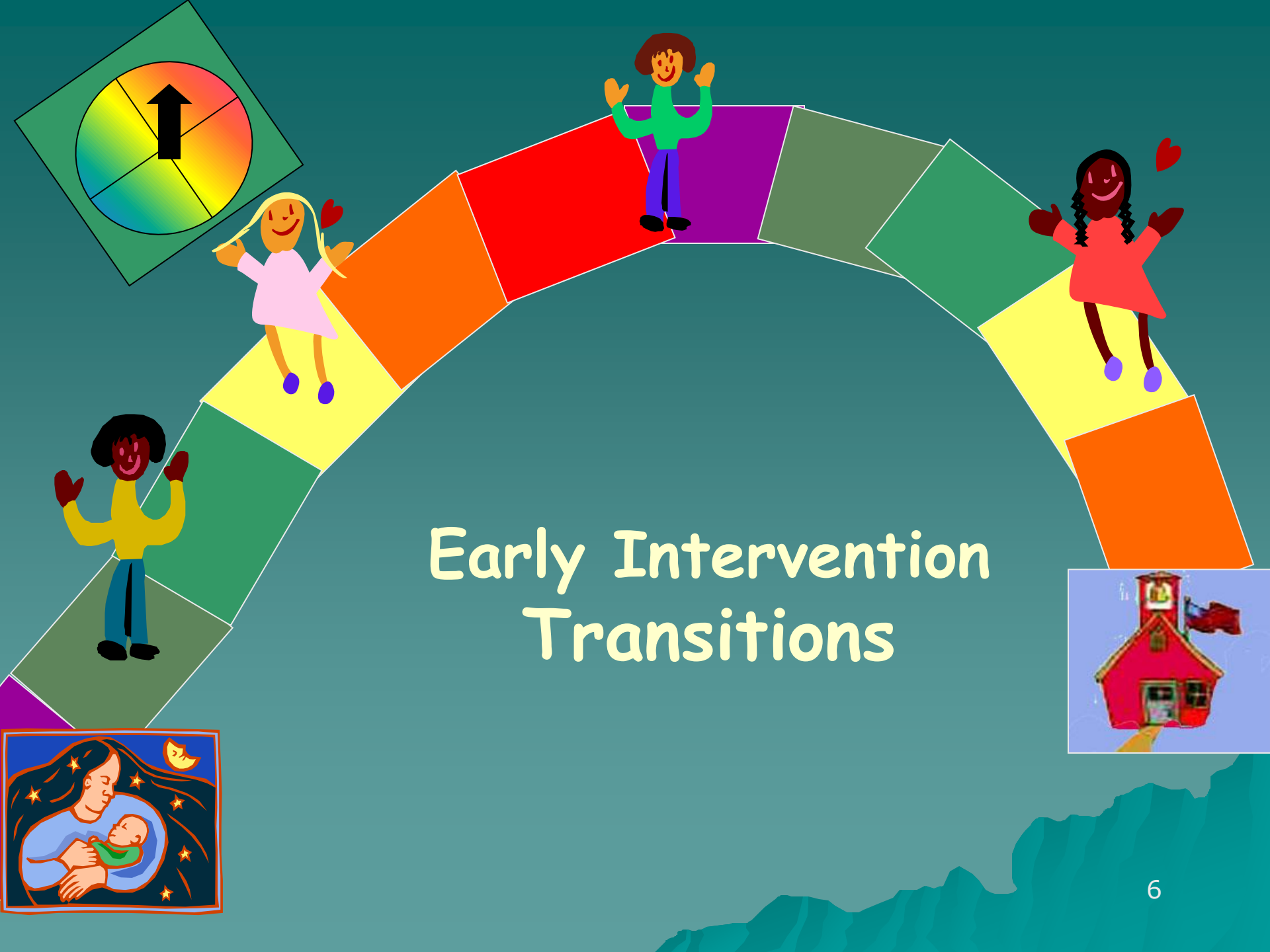| AzEIP Responsibilities	School Responsibilities
Provide family with contact information (preschool coordinator/special education director and telephone number) for the appropriate school district	Treat as regular, initial referral
	45 days to screen; 60 days from parental consent for initial evaluation

Early Intervention Transitions

Purpose of <u>Intergovernmental Agreement</u> on Transition between DES/AzEIP and ADE:

◆ To delineate procedures for the transition of children with disabilities from AzEIP to the PEA

◆ To ensure families' rights & smooth transition

◆ To encourage cooperation and communication between agencies.

◆ <u>Meet the requirements of Part C & Part B SPP/APR</u>
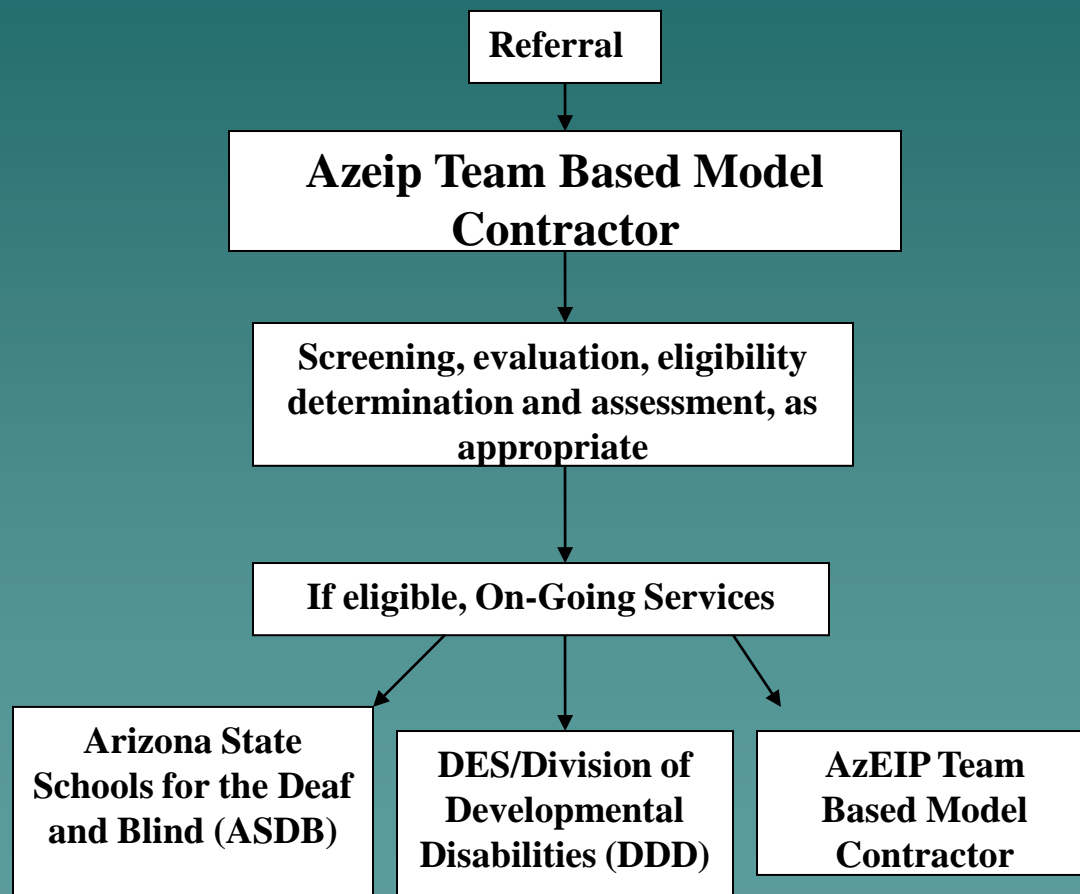
IDEA, Part C

Arizona Early Intervention Program (AzEIP)

- ◆ Family-Centered Practices
- ◆ Routine-based
- ◆ Natural Environments
- ◆ Individualized Family Service Plan (IFSP)

AzEIP Structure

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                    ┌─────────────┐
                    │  Referral   │
                    └─────────────┘
                           │
                           ▼
              ┌─────────────────────────────┐
              │  Azeip Team Based Model      │
              │        Contractor            │
              └─────────────────────────────┘
                           │
                           ▼
              ┌─────────────────────────────┐
              │ Screening, evaluation,       │
              │ eligibility determination    │
              │ and assessment, as           │
              │ appropriate                  │
              └─────────────────────────────┘
                           │
                           ▼
              ┌─────────────────────────────┐
              │ If eligible, On-Going        │
              │        Services              │
              └─────────────────────────────┘
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| Arizona State Schools for the Deaf and Blind (ASDB) | DES/Division of Developmental Disabilities (DDD) | AzEIP Team Based Model Contractor |

IDEA, Part B

School Days!

- Child Centered
- Educationally Based with Developmentally Appropriate Practices
- Individualized Education Program (IEP)

Transition Planning Data

◆ On or before February 1st: AzEIP Service Coordinator notifies district(s) of number of children with an IFSP who will turn 3 years old between Feb. 1st and May 30th of following year (16 month period).

◆ On or before September 15th: Service Coordinator notifies district(s) of number of children with an IFSP who will turn 3 years old between September and May of that school year.
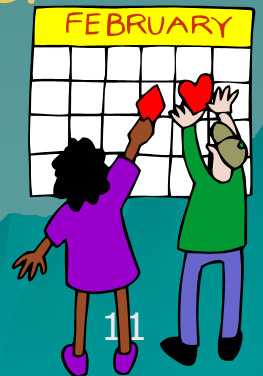
The Transition Process

◆ Begins Early with Family Conversations and the IFSP Transition Planning Meeting (new)

◆ Should be Smooth for the Family and Child

◆ IEP written by child's 3rd birthday

Required Meetings/Conferences

- **AzEIP Service Coordinator (SC) Facilitates:**
  - IFSP Transition Planning Meeting
  - Transition Conference

- **School District Facilitates:**
  - Preschool Eligibility Conference held by Multidisciplinary Evaluation Team
  - IEP Conference

IFSP Transition Planning Meeting* (*new*)

- Hold an IFSP Transition Planning Meeting at the IFSP meeting closest to the child's age of 2 (but not before).
    - If the meeting is close to age 2.6, possibly combine with transition conference
- Discuss all early childhood program options.
- Discuss and get approval for Transition Conference; determine who to invite.
- Explain the Notification/Referral, timelines and written opt-out policy.

*Part C APR

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Opt-Out Policy
(*new*)

◆ AzEIP Service Coordinator sends PEA Notification/Referral form to district for all children served in AzEIP <u>unless</u> parents opt-out in writing.

◆ PEA Notification/Referral form must be sent no later than 2.9 months unless parents opt-out in writing.

Transition Conference

◆ Must occur between child's age of 2.6 and 2.9 with parental approval (given at IFSP Transition Planning Meeting).

◆ Discuss all early childhood options

◆ Outline steps to support transition process

Who Schedules?

- AzEIP SC begins scheduling process with district and other programs as conference MUST occur between child's age of 2.6 and 2.9

- Sends <u>Invitation to Participate in a Transition Conference</u> to participants

- If unable to coordinate with the school district, the AzEIP SC MUST hold a Transition Conference before the child turns 2.9
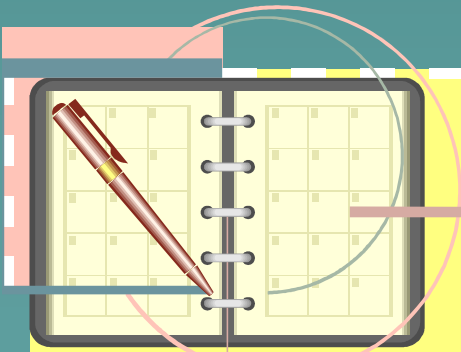
Who Must Attend the Transition Conference?

- Child's parent(s)

- AzEIP Service Coordinator and provider from the family's IFSP team

- Representative from PEA

- Representatives from other potential programs
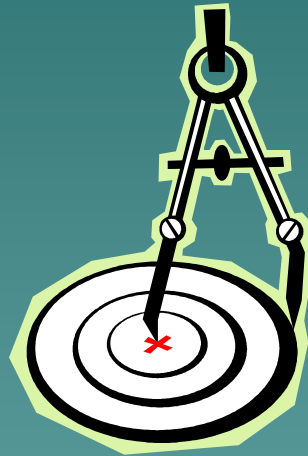
- Anyone the family wishes to invite

What Happens at a Transition Conference?

◆ <u>AzEIP SC facilitates meeting</u>

◆ <u>Invitees discuss their programs</u>

◆ AzEIP SC documents transition activities on <u>Transition Conference Summary Form</u> with timelines

PEA Point of Referral

What Happens at a Transition Conference?

If the family has made a decision to pursue school district services:

- ◆ With permission, share updated information with the school

- ◆ Discuss additional things needed (vision and hearing, CDA)

- ◆ Schedule evaluation/screening appointments

- ◆ Ask family who they want at MET/IEP

What Information is Shared with Preschools or Other Programs?

With parent consent, most recent/updated:

- ◆ IFSP Containing Summary of Child's Present Levels of Development
- ◆ Most recent Vision and Hearing Screenings
- ◆ Other Available Records

Child with Initial IFSP 3 months or more before 3rd Birthday (Child is 2.9 years or younger at initial IFSP)

AzEIP Responsibilities	School Responsibilities
Document Transition Activities on IFSP Transition and Timeline page	Provide procedural safeguards to parents upon initial referral
Develop Transition Plan at the IFSP meeting closest to child's 2nd b-day. Have parent check whether they want a transition conference on the IFSP and discuss opt-out signature page of IFSP	Provide prior written notice and obtain consent for evaluation
Provide PEA Notification before child is 2.9 unless parent signs opt-out page of IFSP	Review existing evaluation data
Obtain parent consent to share information before transition conference	Conduct initial evaluation w/in 60 days & determine eligibility by 3rd b-day
Invite parent-requested programs (e.g., school, Head Start) to transition conference	
Facilitate transition conference	Inform parent that AzEIP SC must be invited to IEP at parent's request
Attend MET/Eligibility conference and IEP at parent's request	Develop IEP w/in 30 days of eligibility or sooner if expires > 3rd b-day

Child is 2.9 – 2.10.5 yrs. at initial IFSP

- Late referral <u>to</u> AzEIP
- PEA Notification/Referral form has date of referral to AzEIP
- With consent, updated information sent to school district along with referral
- Transition conference is not required
- Child may not be "in-by-three"

Child with Initial IFSP Between 45 days - 90 days from 3rd Birthday
(Child is 2.9 – 10.5 yrs at initial IFSP)

AzEIP Responsibilities	School Responsibilities
Document Transition Activities on IFSP Transition and Timeline page	Conduct initial evaluation within 60 days (may use AzEIP data) and determine eligibility
Provide parents with information on early childhood programs	Develop IEP by child's 3rd b-day or as soon after the child's 3rd b-day as possible
Develop Transition Plan during initial IFSP meeting. Discuss opt-out signature page of IFSP	If IEP developed after 3rd birthday document as late referral TO AzEIP
Provide PEA Notification BEFORE 2.10 ½ unless parent signs Opt-Out page of IFSP	
Obtain parent consent to share information to share written or verbal information	
Transition conference is not required	

Child referred to AzEIP Less Than 45 days from 3rd Birthday
(Child is 2.10 ½ – 3 yrs when initially referred)
School Responsibilities

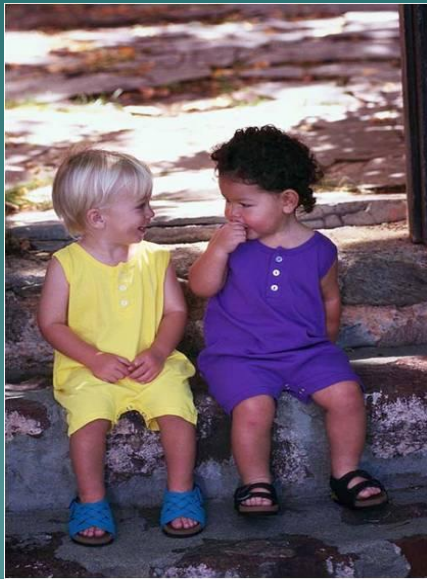| AzEIP Responsibilities	School Responsibilities
Provide family with contact information (preschool coordinator/special education director and telephone number) for the appropriate school district	Treat as regular, initial referral
	45 days to screen; 60 days from parental consent for initial evaluation

Late Referrals FROM AzEIP (to school district)

Reason on PEA Notification/Referral Form

Family circumstances

Parent initially opted out

Service coordinator delay

Summary

◆ Transition Planning Timeline

◆ PEA Responsibilities

◆ AzEIP Service Coordinator Responsibilities

ALERT SYSTEM

What is a Preschool Eligibility/Multidisciplinary Evaluation Team (MET) Conference?

Preschool Eligibility Categories

- Preschool Severe Delay (PSD)

- Developmental Delay (DD)

- Speech-Language Impairment (SLI)

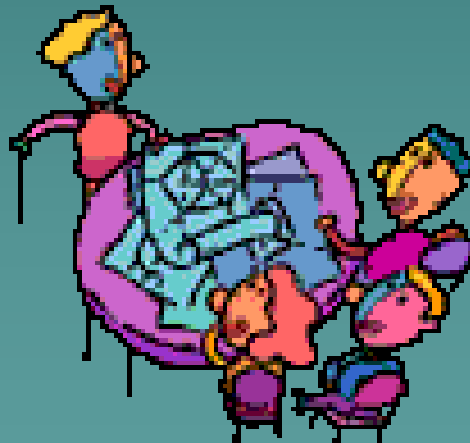- Vision Impairment (VI)

- Hearing Impairment (HI)

Remember…

If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.

Who from the PEA attends Eligibility and IEP Conference Meetings?

What is an Individualized Educational Program (IEP) Conference?

IEP Development

- Present Levels of Academic Achievement and Functional Performance (PLAAFP)/Begin Ongoing Progress Monitoring observations/recording

- Observable & Measurable Goals

- Services

- Adaptations and Modifications
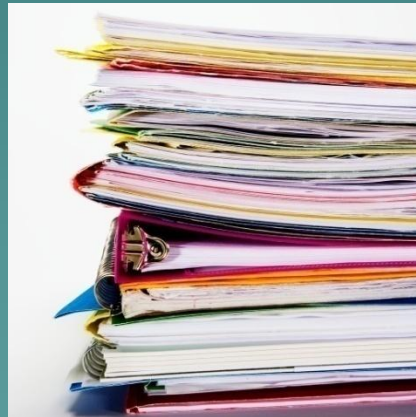
- Least Restrictive Environment

- ESY eligibility

What determines the need for Extended School Year (ESY) Services?

ESY means additional special education and related services for students with disabilities to supplement the normal school year as part of FAPE as defined in A.R.S. 15-881 and A.A.C. R7-2-408.

Documentation, Documentation, Documentation

Technical assistance may be obtained by writing or calling the DES/AzEIP Executive Director or the ADE Early Childhood Special Education Administrator

ALERT SYSTEM

Each agency has established complaint & dispute procedures

- ◆ File a complaint with DES/AzEIP (state office) at 602.532.9960

  www.azdes.gov/azeip

  OR

- ◆ ADE Dispute Resolution at 602.364.1530

  www.ade.az.gov/ess/dispute

WE CAN DO IT!!!!

◆Determine what's working and what we can do better.

◆Establish <u>procedures</u>

◆Write them down and follow them

◆Streamline the process – assign specific staff for AzEIP transitions. It takes a lot of effort & coordination to track incoming info.

Additional Trainings Available

In-By-3: What's Next For Me?

◆ Collaborate with Service Coordinator for Parent Trainings

◆ Contact PINS or RSK

◆ See Brochure
https://www.ade.az.gov/earlychildhood/downloads/ImTurning3WhatsNextforMe.pdf

CONTACT INFORMATION
for Parent Trainings

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becky.raabe@azed.gov

Raising Special Kids (RSK)
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